



# ASSIGNMENT BOOKLET 5A

Mathematics 1  
Module 5: Days 1–9

## Home Instructor's Comments and Questions

Home Instructor's Signature

## FOR SCHOOL USE ONLY

Assigned Teacher:

## Grading

Mathematics:

Neatness:

Date Assignment Booklet  
Received:

## FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

File Number:

Apply Module Label Here

## Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Name

Address

Postal Code

Please verify that preprinted label is for  
correct course and module.

## Teacher's Comments

Teacher's Signature

## **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct label attached?

### **MAILING**

#### **1. Postage Regulations**

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

#### **2. Postage Rates**

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

### **FAXING**

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

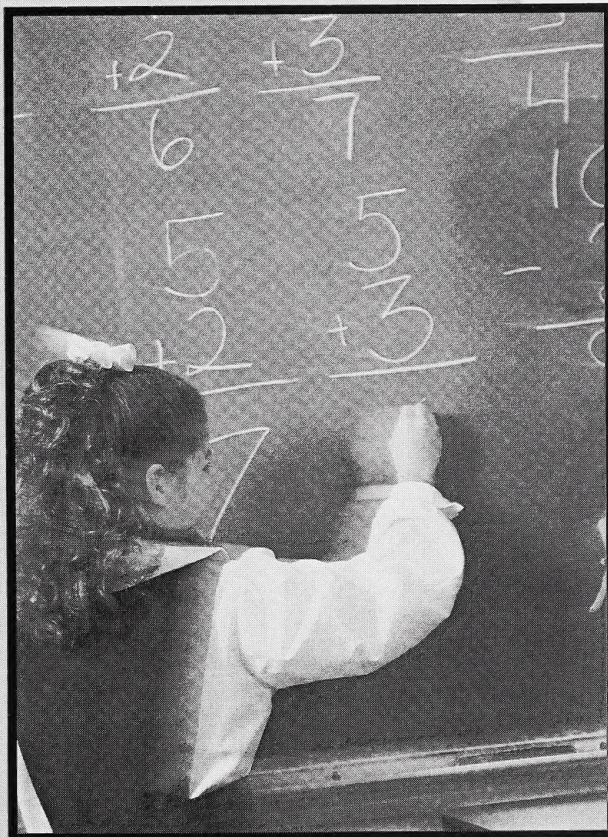
### **E-MAILING**

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.



# Grade One

## Mathematics Module 5



## Assignment Booklet 5A



**Distance  
Learning**



## FOR TEACHER'S USE ONLY

### Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for

Students



Teachers



Administrators

Home Instructors



General Public

Other

Grade One Mathematics  
Assignment Booklet 5A  
Module 5  
Learning Technologies Branch  
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# Grade One Mathematics – Assignment Booklet 5A

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white sheep pictures and the field picture from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15



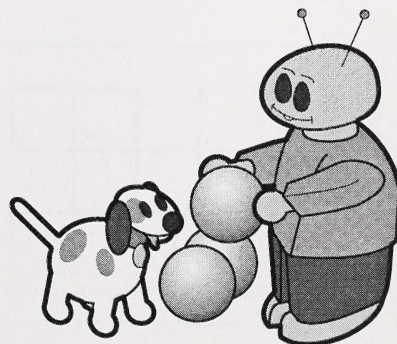


## Day 1

## Assignment 1

Print subtraction number sentences to complete the chart **below**. One is done for you, as an example.

Number of Marbles Before Shooting	Marbles Knocked Out of the Circle	Marbles Remaining in the Circle	Subtraction Number Sentence
9	2	7	$9 - 2 = 7$





# Day 1

# Assignment 2

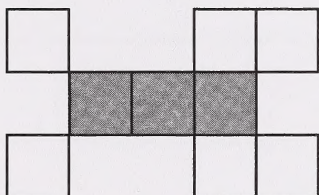
Follow each set of directions to answer the questions.  
One is done for you, as an example.

Here are 9 blocks.  
Colour 3 blocks green.  
How many blocks are white?

6

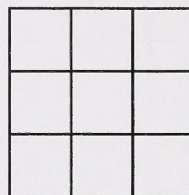
Print a number sentence to show how many blocks are white.

$9 - 3 = 6$



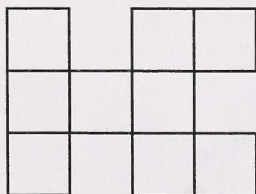
Here are 9 blocks.  
Colour 8 blocks blue.  
How many blocks are white? \_\_\_\_\_

Print a number sentence to show how many blocks are white.



Here are 9 blocks.  
Colour 2 blocks yellow.  
How many blocks are white? \_\_\_\_\_

Print a number sentence to show how many blocks are white.



Here are 9 blocks.  
Colour 7 blocks red.  
How many blocks are white? \_\_\_\_\_

Print a number sentence to show how many blocks are white.





## Day 1

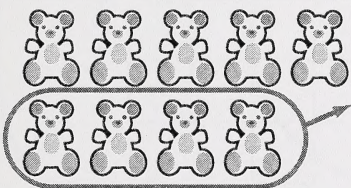
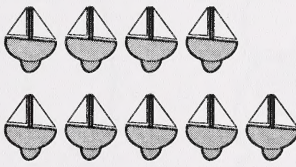
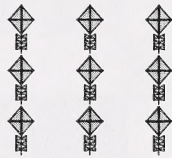

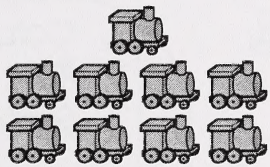
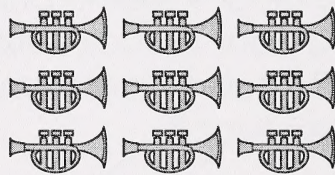
## Assignment 3

Read the first half of the number sentence in each box.

Draw a circle with an arrow to show the number of objects to subtract from the total.

**Calculate** the answer to the number sentence, and print it on the line.

One is done for you, as an example.

 $9 - 4 = 5$	 $9 - 2 = \underline{\quad}$	 $9 - 6 = \underline{\quad}$
 $9 - 1 = \underline{\quad}$	 $9 - 7 = \underline{\quad}$	 $9 - 9 = \underline{\quad}$

Draw a picture like the ones above, to show each number sentence below.

$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array}$
---	---



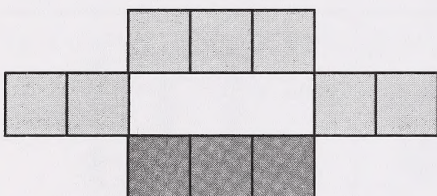
## Day 2

## Assignment 1

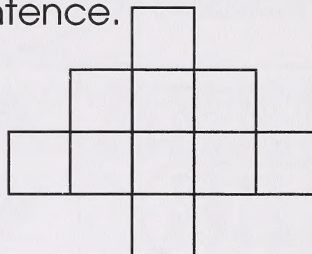
Follow the directions. One is done for you, as an example.

Colour 7 blocks green.  
Colour 3 blocks red.  
Print a vertical number  
sentence.

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$



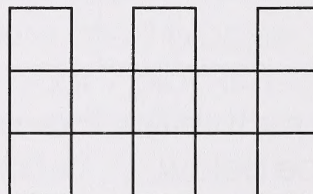
Colour 2 blocks black.  
Colour 8 blocks red.  
Print a vertical number  
sentence.



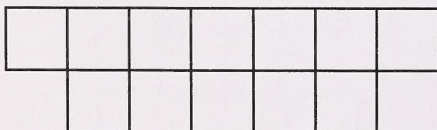
Colour 9 blocks blue.  
Colour 1 block yellow.  
Print a vertical number  
sentence.



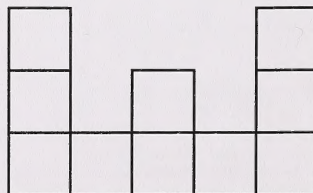
Colour 5 blocks brown.  
Colour 5 blocks yellow.  
Print a vertical number  
sentence.



Colour 4 blocks orange.  
Colour 6 blocks purple.  
Print a vertical number  
sentence.



Colour 10 blocks green.  
Colour 0 blocks purple.  
Print a vertical number  
sentence.



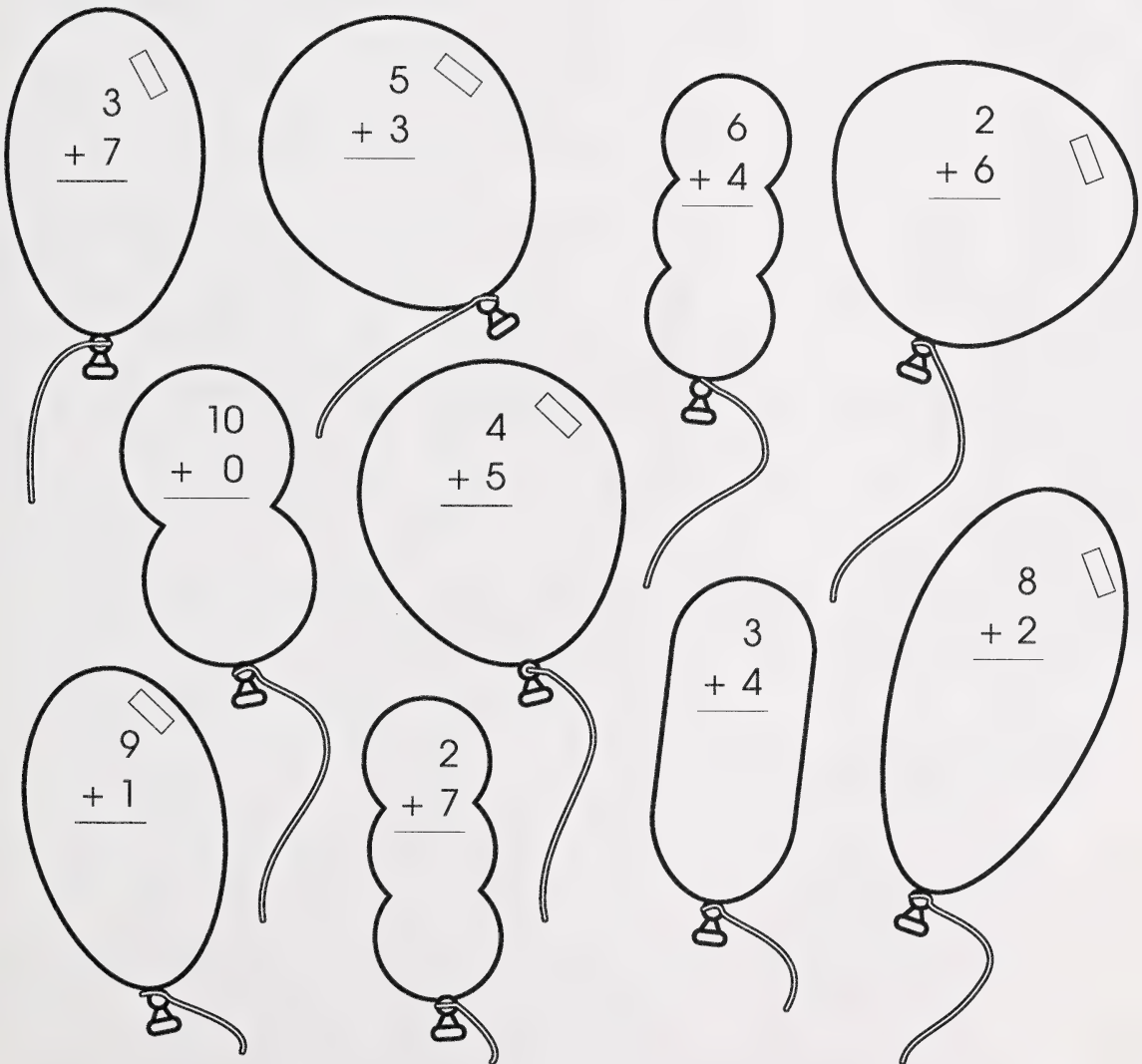


# Day 2

# Assignment 2

Answer the addition question in each balloon.

Then choose a crayon, and colour only the balloons that have an answer of 10.





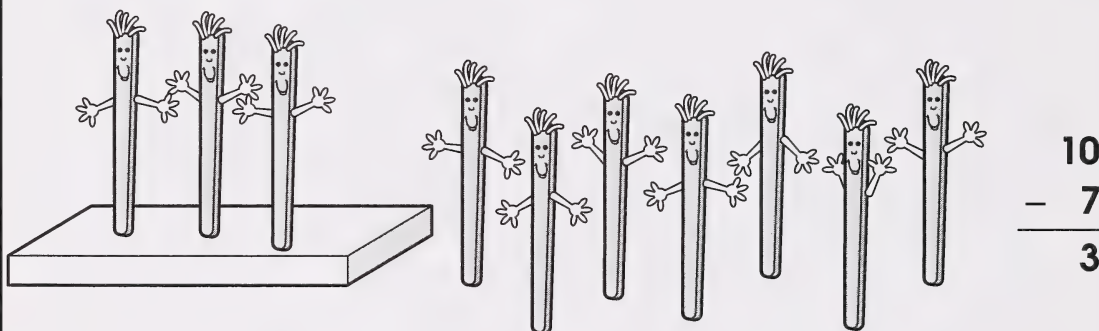
# Day 3

# Assignment

Draw a picture to show each number story **below**.  
Then print a vertical number sentence for each drawing.  
One has been done for you, as an example.

There were 10 in the bed, and the little ones said, "Roll over! Roll over!" So they all rolled over, and 7 fell off.

There were 3 children left on the bed, and the little ones said, "Thank you! Thank you!"



There were 10 in the bed, and the little ones said, "Roll over! Roll over!" So they all rolled over, and 4 fell off.

There were \_\_\_\_\_ children left on the bed, and the little ones said, "Thank you! Thank you!"

Continued



**Day 3****Assignment** (continued)

In the boxes below, choose the number of children who fell off and the number of children left on the bed. Draw a picture to show your choices. Your numbers should show a total of 10 children. Then print a vertical number sentence to match your drawing.

There were 10 on the bed, and the little ones said, "Roll over! Roll over!" So they all rolled over, and \_\_\_\_ fell off.

There were \_\_\_\_ children left on the bed, and the little ones said, "Thank you! Thank you!"

There were 10 on the bed, and the little ones said, "Roll over! Roll over!" So they all rolled over, and \_\_\_\_ fell off.

There were \_\_\_\_ children left on the bed, and the little ones said, "Thank you! Thank you!"

## Day 4

## Assignment 1

Complete the addition **problems**.

If the answer is 9, colour the shape pink.

If the answer is 10, colour the shape yellow.

$0 + 9 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$2 + 7 = \underline{\quad}$

$10 + 0 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$0 + 10 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$1 + 8 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$2 + 8 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$9 + 0 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

$5 + 5 = \underline{\quad}$



## Day 4

## Assignment 2

Complete the subtraction **problem** in each box.

$9 - 9 =$

$10 - 0 =$

$9 - 7 =$

$10 - 8 =$

$9 - 1 =$

$9 - 6 =$

$10 - 10 =$

$10 - 3 =$

$9 - 0 =$

$10 - 5 =$

$10 - 1 =$

$9 - 8 =$

$10 - 2 =$

$9 - 2 =$

$9 - 3 =$

$10 - 9 =$

$9 - 5 =$

$10 - 4 =$

$10 - 7 =$

$9 - 4 =$

$10 - 6 =$



# Day 4

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question. Review the Teaching Tip, if necessary.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student understand the relationship between adding to ten and subtracting from ten?                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student use the number zero correctly?   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to use the doubles strategy?   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to solve addition problems by counting forward?  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to solve subtraction problems by counting backward?  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | When appropriate, does the student check the operation sign before performing an addition or subtraction operation? |

## Additional Comments

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## Student's Thoughts

If appropriate, help the student complete the following sentences. If the child prefers to print extra comments, use another paper and put it in the Student Folder.

- I like to add/subtract better than I like to subtract/add because

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- I am having trouble with

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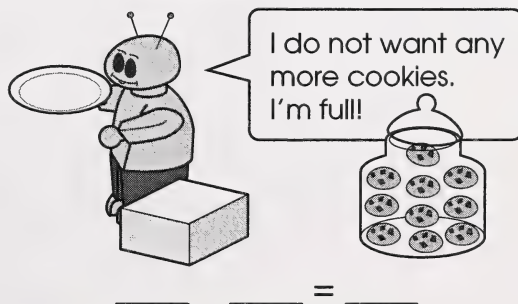
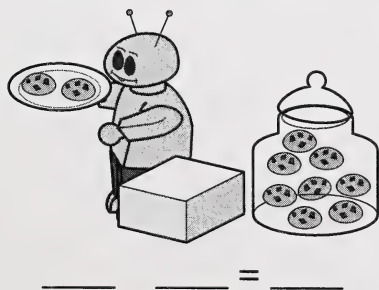
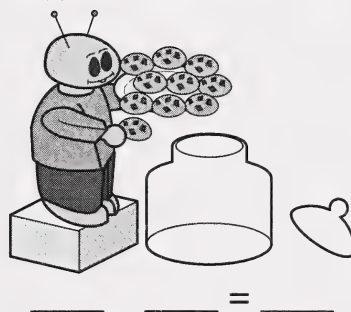
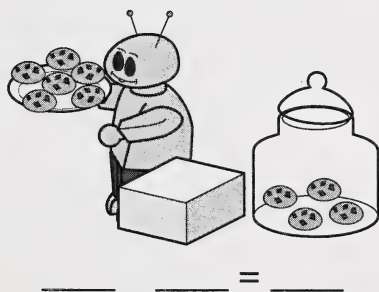
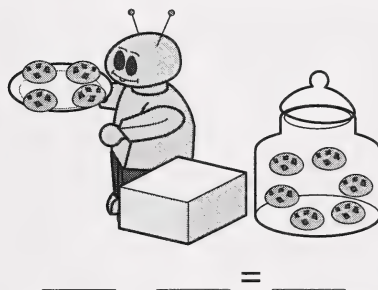
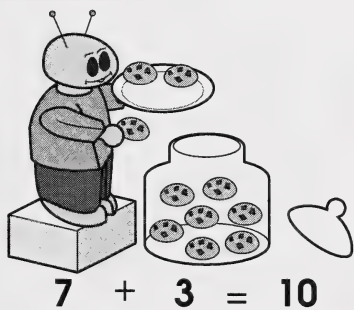
## Day 5

## Assignment

Look at the pictures **below**.

In some pictures, Mascot is adding cookies to the cookie jar.  
In other pictures, Mascot is taking away cookies.

Print a number sentence to show what is happening in each box. One is done for you, as an example.

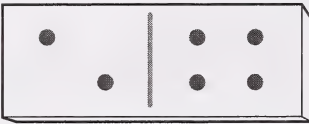
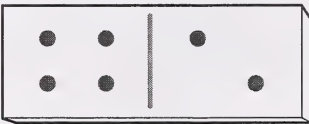


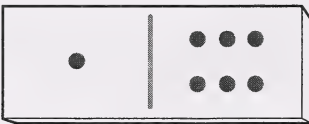

## Day 6

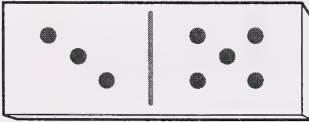

## Assignment 1

## Dots to Ten

Fill in the matching number sentence for the **top** domino in each box. Draw the reverse order of dots on the **bottom** domino in each box, and print a matching number sentence. One is done for you, as an example.

	$2 + 4 = \underline{6}$
	$4 + 2 = \underline{\quad}$

	$1 + 6 = \underline{\quad}$
	$\underline{\quad}$



	$3 + 5 = \underline{\quad}$
	$\underline{\quad}$



Continued

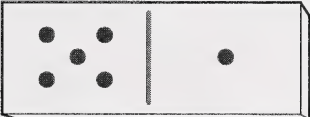



## Day 6

## Assignment 1 (continued)

	$2 + 3 = \underline{\quad}$
	$\underline{\hspace{2cm}}$

	$6 + 4 = \underline{\quad}$
	$\underline{\hspace{2cm}}$

	$5 + 1 = \underline{\quad}$
	$\underline{\hspace{2cm}}$



Continued

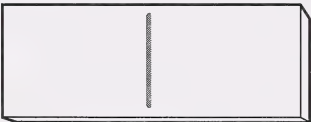

**Day 6****Assignment 1** (continued)**More Dots to Ten**

Choose the numbers of dots to draw on the **top** domino in each box. Then print a matching number sentence on the line.

Draw the reverse order of dots on the **bottom** domino in each box. Then print a matching number sentence on the line.

Guide the student to choose a total number of dots that is no greater than ten.

	_____
	_____

	_____
	_____



# Day 6

# Assignment 2

Look at each number in a circle. Write an addition fact that will give you the circled number for a sum.

Then change the order of the adding numbers, and print a related number sentence underneath the first one.

One is done for you, as an example.

10

$$4 + 6 = 10$$

$$6 + 4 = 10$$

8

6

4

7

# Day 6

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student understand that any two numbers will have the same sum, no matter which one comes first? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | When presented with an addition fact, was the student able to write a related addition fact?              |

## Additional Comments

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## Student's Thoughts

Help the student complete the following sentences, based upon today's mathematics lesson.

- One new thing I learned today is

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- One new thing I would like to learn about is

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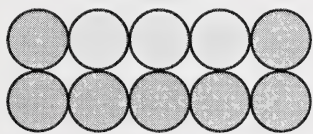
# Day 7

# Assignment 1

Follow the directions in each box, and print the related subtraction facts.

One is done for you, as an example.

Colour 3 circles green.  
Colour 7 circles red.



Write a number sentence to show that you will subtract the red circles.

$$10 - 7 = 3$$

Write a number sentence to show that you will subtract the green circles.

$$10 - 3 = 7$$

Colour 5 circles black.  
Colour 1 circle brown.



Write a number sentence to show that you will subtract the black circles.

Write a number sentence to show that you will subtract the brown circle.

**Day 7****Assignment 1 (continued)**

Colour 4 circles yellow.  
Colour 3 circles blue.



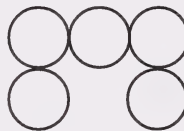
Write a number sentence to show that you will subtract the yellow circles.

---

Write a number sentence to show that you will subtract the blue circles.

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Colour 3 circles orange.  
Colour 2 circles purple.



Write a number sentence to show that you will subtract the orange circles.

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Write a number sentence to show that you will subtract the purple circles.

---



# Day 7

# Assignment 2

**Calculate** the answer to each subtraction number sentence, and print it in the blank. Beside it, write the related subtraction fact.

One is done for you, as an example.

$10 - 8 = \underline{2}$

$10 - 2 = 8$

$8 - 5 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$5 - 2 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$9 - 6 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$6 - 4 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$4 - 3 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$3 - 1 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$7 - 4 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$2 - 0 = \underline{\quad}$

$\underline{\hspace{2cm}}$

$8 - 1 = \underline{\quad}$

$\underline{\hspace{2cm}}$

# Day 7

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student understand the concept of related subtraction facts?                           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | When presented with a subtraction fact, was the student able to write the correct related fact? |

## Additional Comments

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## Student's Thoughts

Help the student complete the following sentences, based upon today's mathematics lesson.

- One thing I learned today that is like something I already know is

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- One thing I had difficulty with today is

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# Day 8

# Assignment

## Sums and Differences to Six and Nine

Write as many number sentences as you can with a sum or difference of 6.

One addition and one subtraction sentence are done for you, as examples.

$$3 + 3 = 6$$

$$9 - 3 = 6$$

Write as many number sentences as you can with a sum or difference of 9.

# Day 8

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for the question.

- ☐ yes    ☐ not yet    Was the student able to express sums and differences to ten in different ways?

## Additional Comments

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## Student's Thoughts

Help the student complete the following sentence, based upon today's mathematics lesson.

- Some things I have learned from today's lesson are

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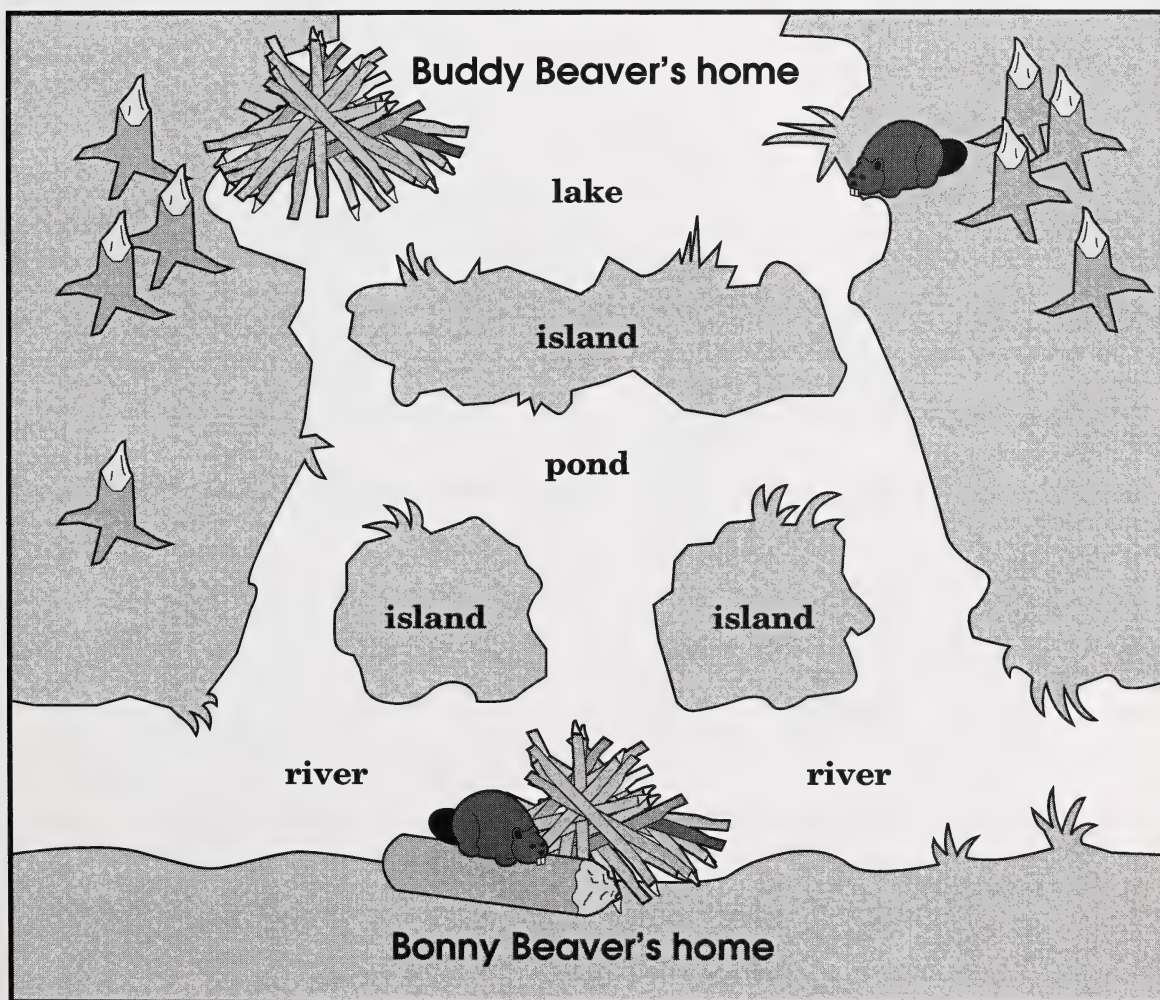


# Day 9

# Assignment

Buddy Beaver lives on a lake. He swims to the river to visit his friend Bonny Beaver. There are two little streams from his lake to a pond. There are three big streams from the pond to the river. Buddy goes a different way each time.

Use different colours to mark all possible ways that Buddy can go from his home to Bonny's home.



# Day 9

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student understand the concept of finding different possible paths between places? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student look for and show a variety of paths between places?                       |

## Additional Comments

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## Student's Thoughts

Help the student complete the following sentences, based upon today's mathematics lesson.

- One thing I think is difficult about finding different paths is

---

---

- One thing I like about finding different paths is

---

---



# Grade One Mathematics – Assignment Booklet 5A

## Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 5A

### Day 1

☐ What's My Subtraction Sentence?

### Day 2

☐ How Many Children? (booklet)

### Day 4

☐ Stories for Ten

### Day 5

☐ How Many Cookies Are in the Cookie Jar? (booklet)  
How Many Cookies Are Left in the Cookie Jar? (booklet)

### Day 6

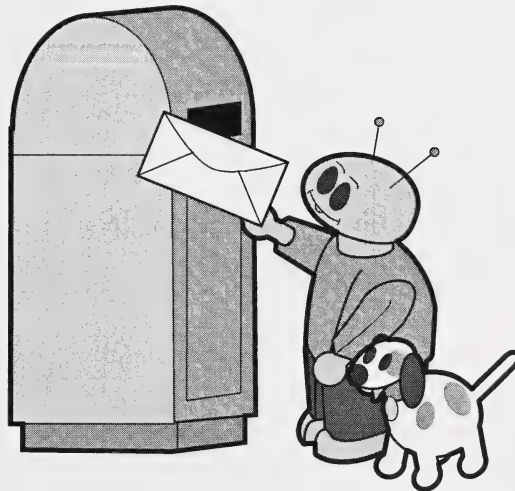
☐ Related Addition pages

### Day 7

☐ Related Subtraction pages

### Day 9

☐ Different Ways booklet





**LRDC**

Grade One Mathematics  
Assignment Booklet 5A  
Module 5

2000

NO ILL

C.2

## ASSIGNMENT BOOKLET 5B

Mathematics 1  
Module 5: Days 10–18

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

File Number:  
\_\_\_\_\_

### Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

### Grading

Mathematics:  
\_\_\_\_\_

Neatness:  
\_\_\_\_\_

Date Assignment Booklet  
Received:  
\_\_\_\_\_

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.



# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

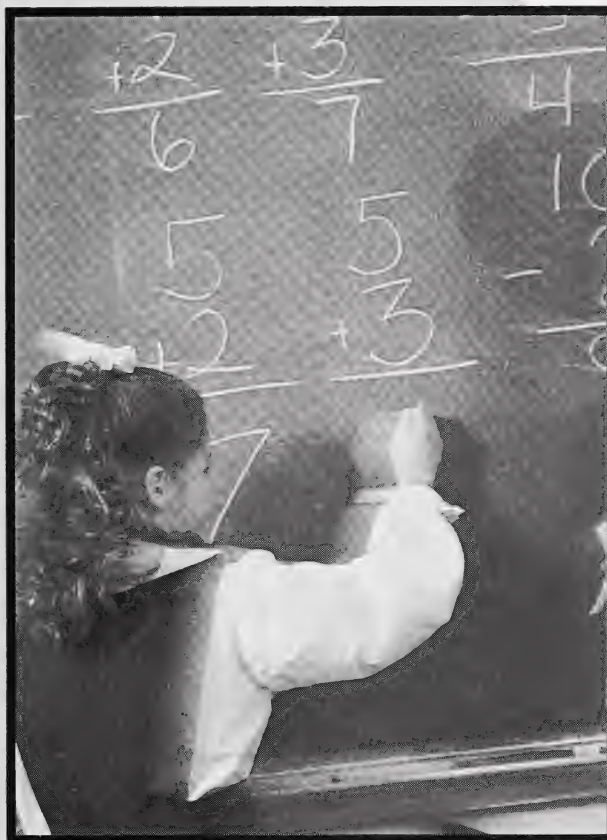
1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# Grade One

## Mathematics Module 5



## Assignment Booklet 5B



**Distance  
Learning**

## FOR TEACHER'S USE ONLY

### Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for

Students



Teachers



Administrators

Home Instructors



General Public

Other

Grade One Mathematics  
Assignment Booklet 5B  
Module 5  
Learning Technologies Branch  
ISBN 0-7741-1752-4

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# Grade One Mathematics – Assignment Booklet 5B

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

**Mathematics 1****Assignment Booklet 1A**

**Day 4****Assignment 2 (continued)**

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white sheep pictures and the field picture from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued



# Day 10

# Assignment

Here are objects that look like **geometric solids**.

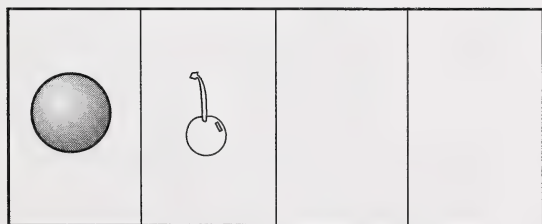


**Below** are four rows, each with a geometric solid at the left.

First, look at the objects. Then fill each row with drawings of objects that look like the geometric solid at the left.

If an object shows two kinds of geometric solids, then you could draw it in two rows.

One is done for you, as an example.





# Day 10

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Was the student able to observe and build geometric solids according to various properties?

☐ yes    ☐ not yet    Was the student able to identify and describe triangles, squares, rectangles, and circles?

## Additional Comments

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## Student's Thoughts

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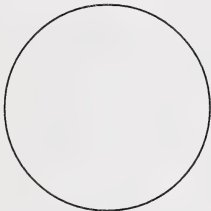
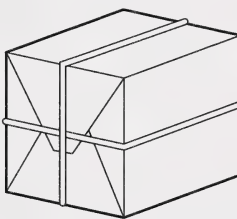

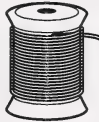


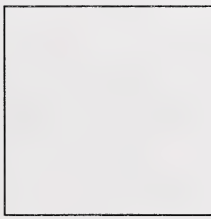
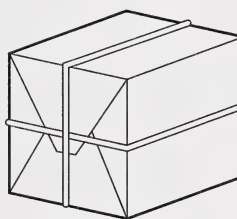

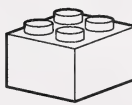




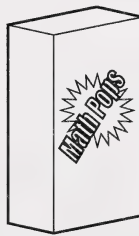
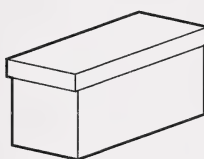
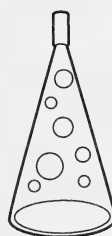
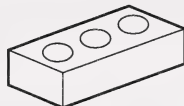
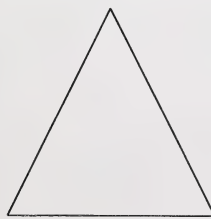
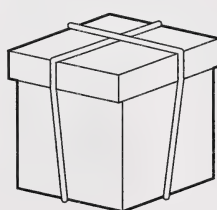
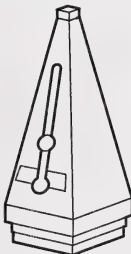


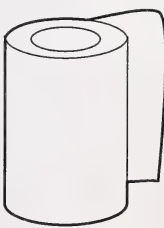
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## Day 11

## Assignment 1

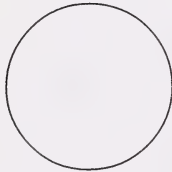
In each row, colour the objects that you could trace around to make the **shape** at the left.

 circle	    
 square	    
 rectangle	    
 triangle	    

# Day 11

# Assignment 2

On the following page, you will see a picture graph. The key at the bottom shows these three **shapes** for **faces**.



circle



square



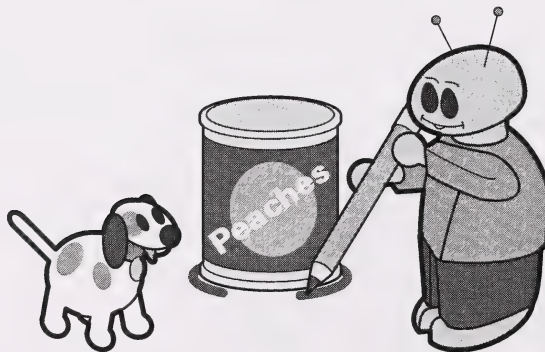
rectangle

Fill in each vertical row of the graph with pictures of **solids** that have **faces** like the **shape** at the bottom.

You could cut out and glue on small pictures to fill the graph, or you could draw and label the pictures. Help the student as necessary.

If you choose to draw, your drawings do not have to look exactly like the originals. Just be sure to show each appropriate **face** and to label each drawing.

One is done for you, as an example.

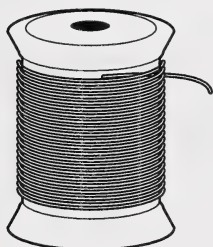


Continued

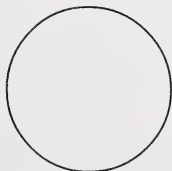


**Day 11****Assignment 2** (continued)

Objects with the Same Faces



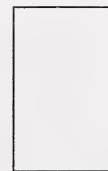
thread



circle



square



rectangle

## Day 11

## Learning Log

**Home Instructor's Comments**

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Was the student able to classify and describe geometric solids and shapes according to various properties?

☐ yes    ☐ not yet    Was the student able to construct a variety of geometric solids and shapes?

**Additional Comments**

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**Student's Thoughts**

Colour the face that shows what you think about your mathematics learning today.



Confused



Okay



Good



Great

Explain.

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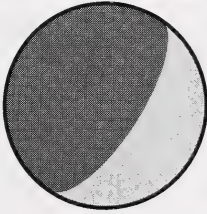
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# Day 12

# Assignment 1

Find **two** solids for each **sorting rule** on the left.

Draw or cut and paste **two** pictures to the right of each rule.  
One is done for you, as an example.

They can <b>roll</b> .	
They can <b>slide</b> .	
They can <b>stack</b> .	
They have flat sides.	
They have eight corners.	

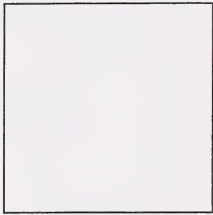
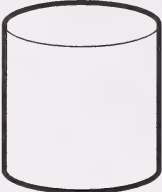

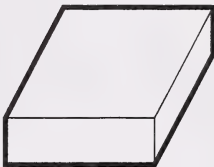
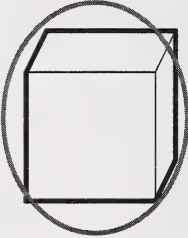
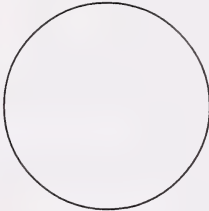
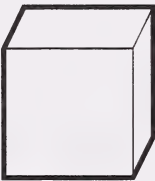
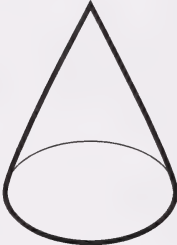

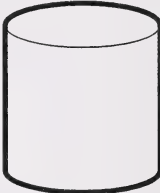
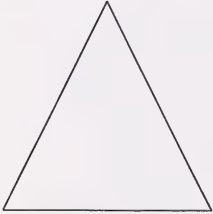
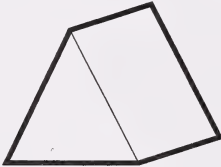
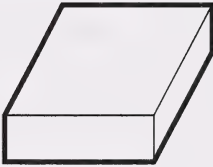
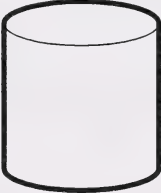
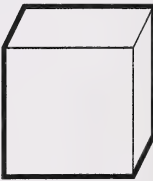
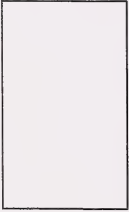

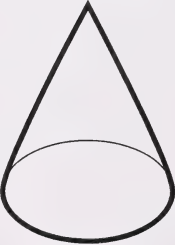
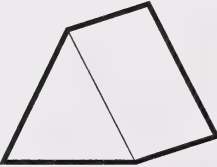
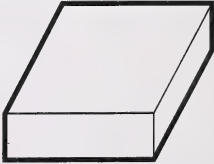


# Day 12

# Assignment 2

Circle the solids in each row with a face that is the same shape as the one at the left of the row.

One is done for you, as an example.

 square	   
 circle	   
 triangle	   
 rectangle	   

## Day 12

## Learning Log

**Home Instructor's Comments**

Check **yes** or **not yet** for the question.

☐ yes☐ not yet

Was the student able to sort geometric solids according to which ones will stack, which ones will roll, and which ones will slide?

**Additional Comments**

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**Student's Thoughts**

Colour the face that shows what you think about your mathematics learning today.



Confused



Okay



Good



Great

Explain.

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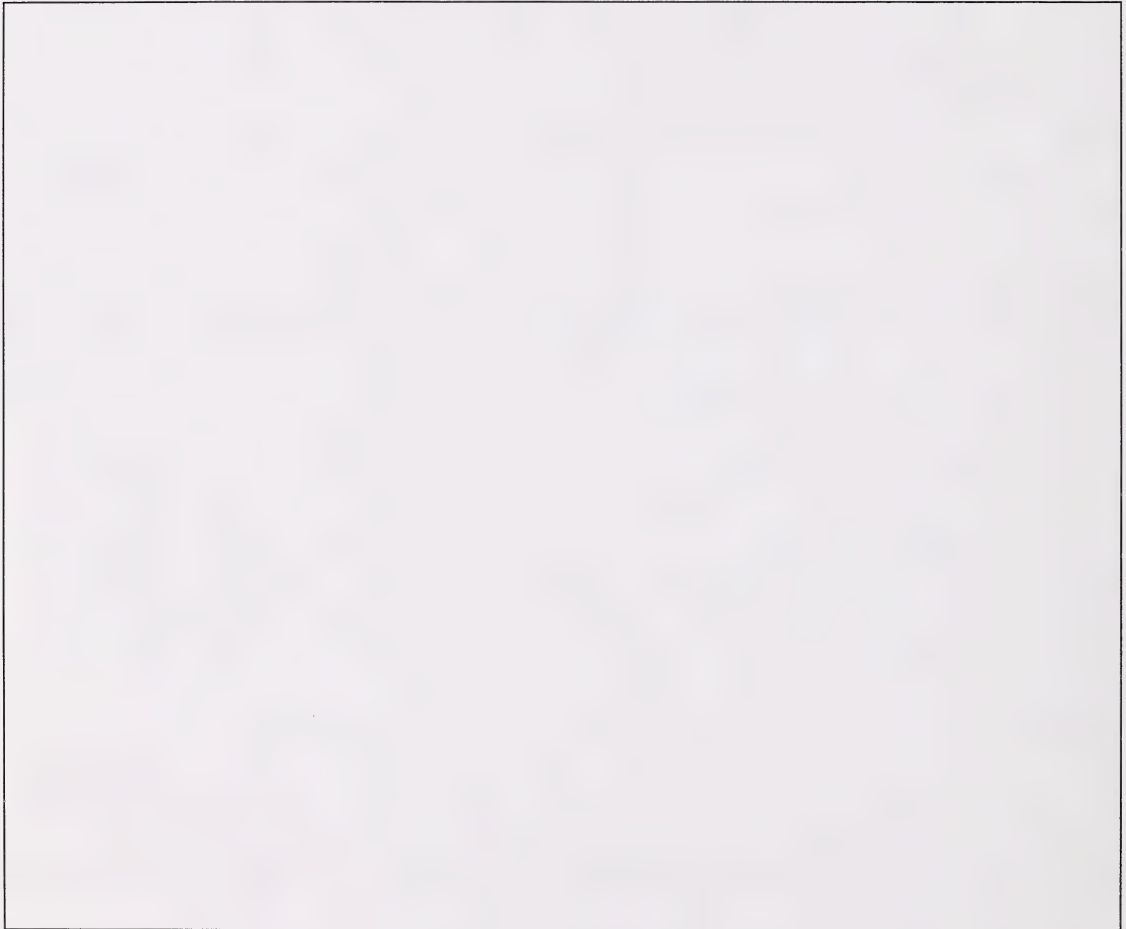
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# Day 13

# Assignment

Cut apart the pictures on the following page. Then sort them in as many ways as you can. Choose one **sorting rule**, and paste the pictures in the box **below** according to your rule.

Explain your sorting rule in the space provided.



My sorting rule: \_\_\_\_\_

\_\_\_\_\_

Continued



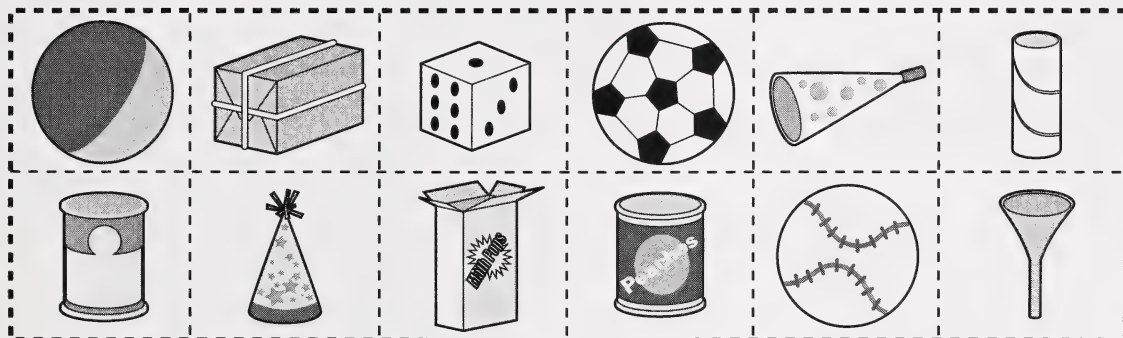
## Day 13

## Assignment (continued)

Remove this page from your Assignment Booklet.

Cut apart the pictures **below**. Then follow the directions on the previous page to sort the pictures and paste them on that page.

Finally, print your sorting rule in the space provided on that page.



The bottom of this page will be cut off  
during the assignment for Day 13.

# Day 13

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to discuss and describe similarities and differences between geometric solids? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to sort geometric solids according to a sorting rule?                          |

## Additional Comments

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## Student's Thoughts

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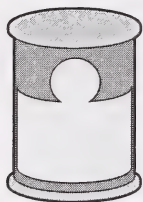
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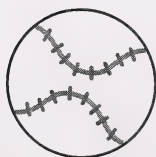
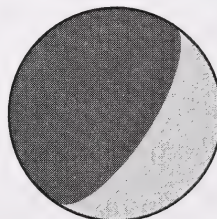
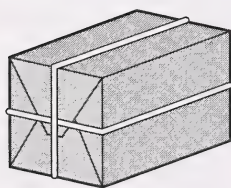
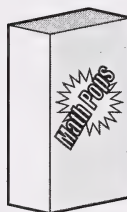
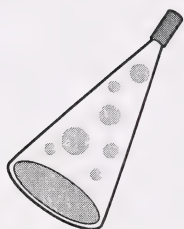
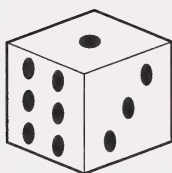
## Day 14

## Assignment

Print how many **faces** each solid has on the blank line to the right of it. One is done for you, as an example.



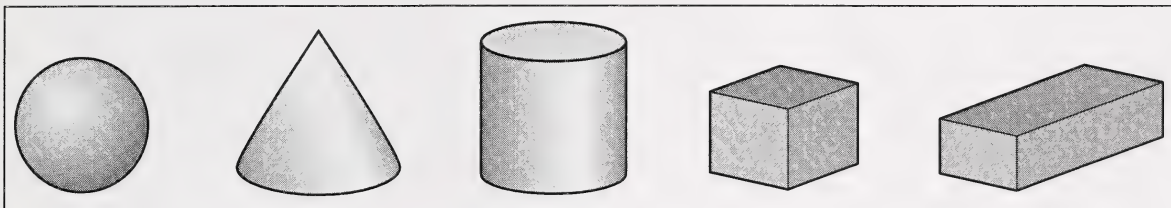
2



# Day 15

# Assignment

Look for objects shaped like each solid shown here.



In the space below, draw or cut and paste pictures of the objects that you found. If you need extra space, use the following page.

**Things I Found**

Continued

# Day 15

# Assignment (continued)

More Things I Found

# Day 15

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for the question.

☐ yes    ☐ not yet    Was the student able to find objects in the environment that are similar to given solids?

## Additional Comments

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## Student's Thoughts

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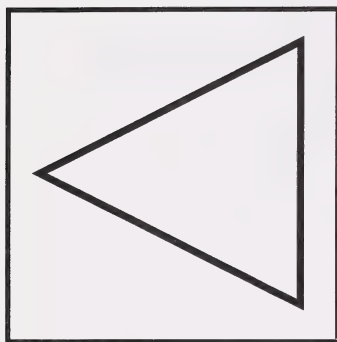
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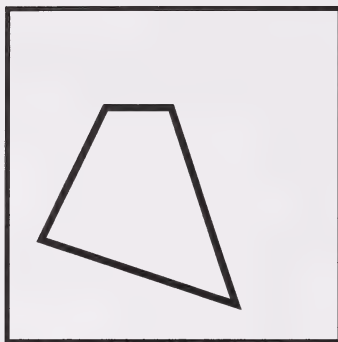
## Day 16

## Assignment 1

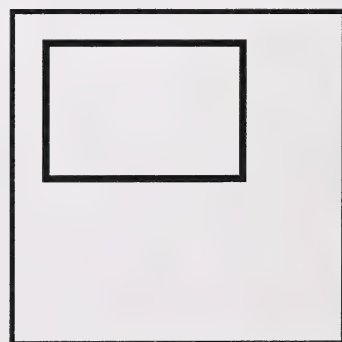
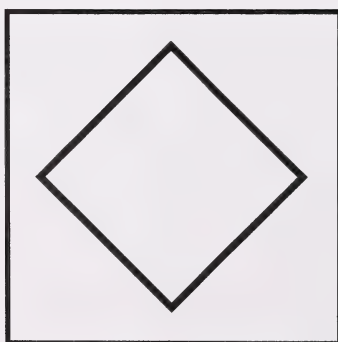
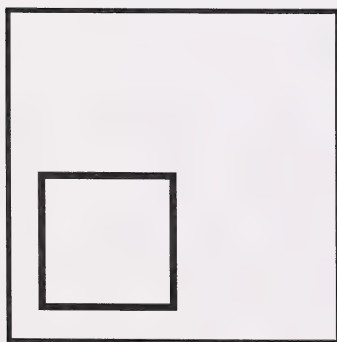
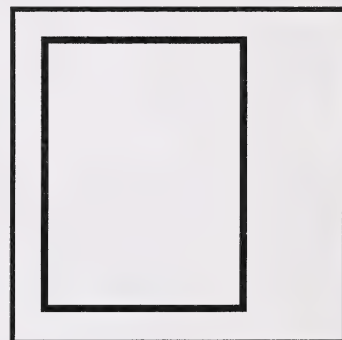
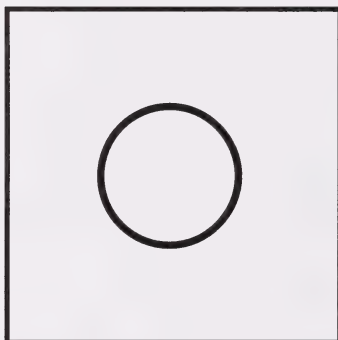
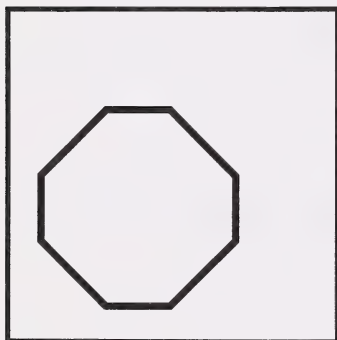
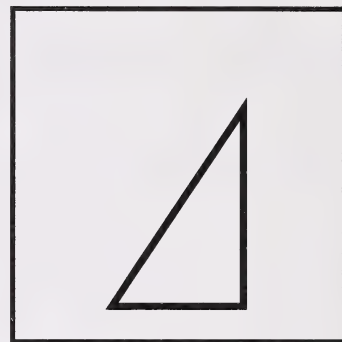
Underneath each shape, label it as a **circle**, **triangle**, **rectangle**, or **other**. Two are done for you, as examples.



triangle



other



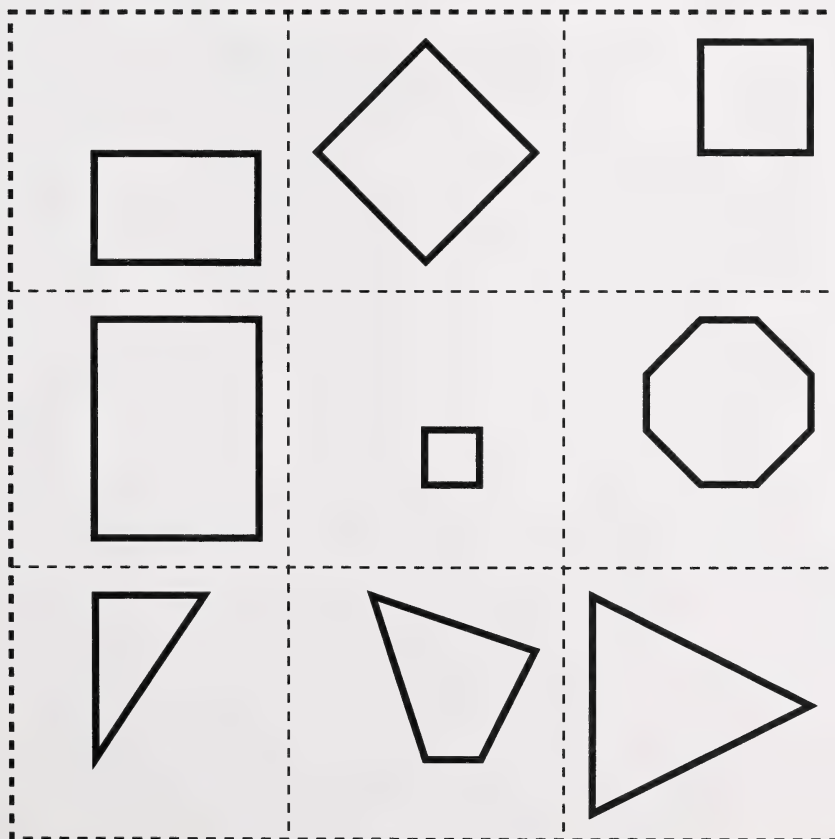
## Day 16

## Assignment 2

Cut off the bottom part of this page, and cut apart the shapes. Sort and glue the shapes into **two** groups on the next page.

Print an appropriate **geometric name** for each group. For example, you could have groups of three-sided and four-sided shapes. Some shapes may not fit into either group. Glue these shapes along the bottom of the next page.

Be sure the glue is dry before you turn to the next assignment.



Continued

The bottom of this page will be cut off  
during Day 16: Assignment 2.

**Day 16****Assignment 2** (continued)

Cut off the bottom part of the previous page, and cut on the dotted lines to separate the shapes.

Then follow the directions on that page to sort and glue the shapes into two groups on this page. Remember to print **geometric names** for the groups.

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Continued



**Day 16****Assignment 2 (continued)**

Cut off the bottom part of the next page, and cut on the dotted lines to separate the shapes.

On this page, find another way to sort these shapes into **two** groups. When you have your grouping, paste the shapes onto this page. Print an appropriate **geometric name** for each group.

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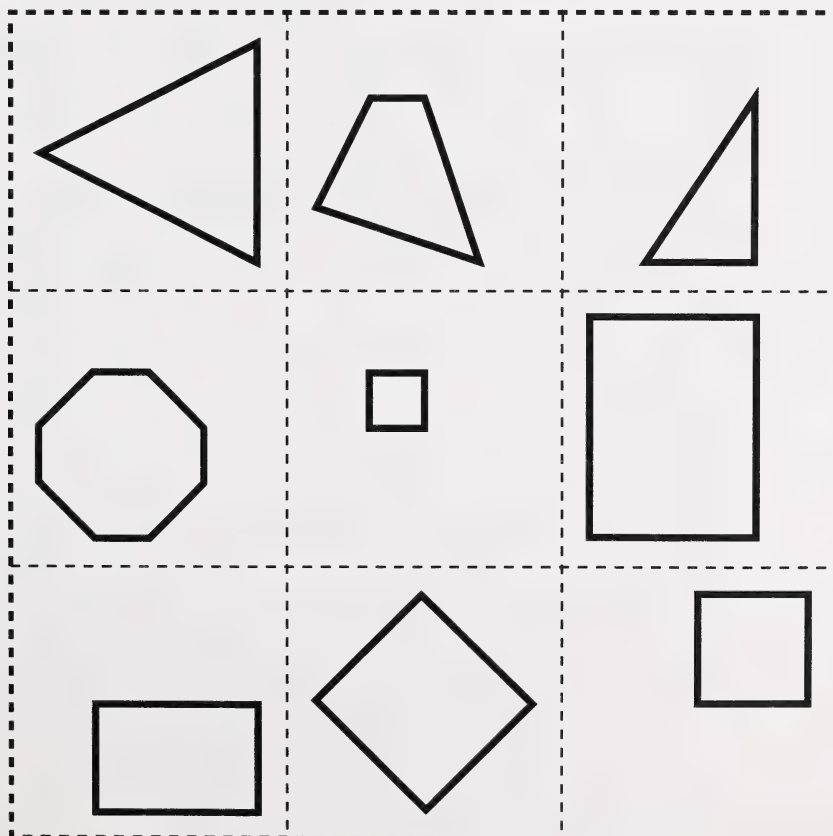
Continued

**Day 16****Assignment 2** (continued)

Cut off the bottom part of this page, and cut apart the shapes. Sort and glue the shapes into **two** groups on the previous page.

Remember to print an appropriate **geometric name** for each group. If some shapes do not fit into either group, glue them along the bottom of the previous page.

Be sure the glue is dry before you close your Assignment Booklet.



Continued

The bottom of this page will be cut off  
during Day 16: Assignment 2.

# Day 16

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Was the student able to identify, name, and describe two-dimensional shapes?

☐ yes    ☐ not yet    Was the student able to compare, sort, and classify two-dimensional shapes?

## Additional Comments

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## Student's Thoughts

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# Day 17

# Assignment

Draw or cut out a picture of an object.

Paste it **above** the **horizontal line**.



Draw or cut out a picture of an object.

Paste it to the **left** of the **vertical line**.



Continued

## Day 17

## Assignment (continued)

Draw a triangle **above** the **horizontal line** and to the **left** of the **vertical line**.

Draw a circle below the **horizontal line** and to the **right** of the **vertical line**.



Is the dog dish **near** or **far** away from C-Spot?  
Circle the correct answer.

near

far



## Day 17

## Learning Log

**Home Instructor's Comments**

Check **yes** or **not yet** for the question.

☐ yes    ☐ not yet    Was the student able to describe the relative positions of objects?

**Additional Comments**

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**Student's Thoughts**

Colour the face that shows what you think about your mathematics learning today.



Confused



Okay



Good



Great

Explain.

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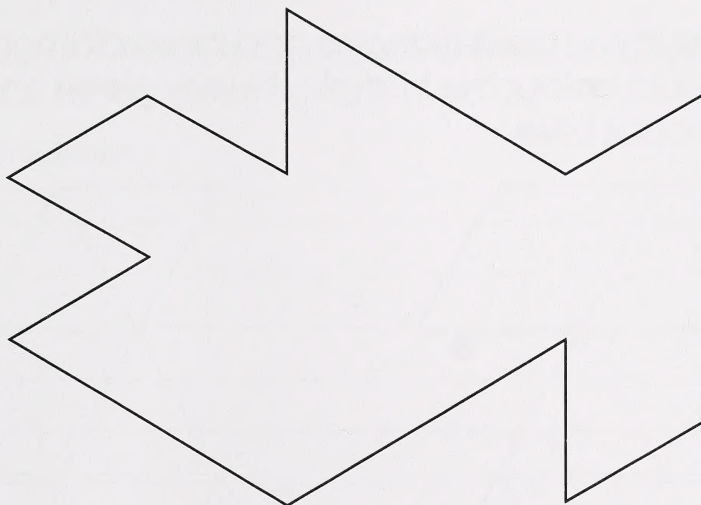
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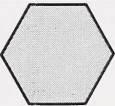
## Day 18

## Assignment

Use **pattern blocks** to find **two** ways to match the following shape. Carefully move each way onto a plain paper before going on to the next steps.



Look at your two ways of matching. On the chart **below**, print the number of each type of pattern block that you used.

						
first way						
second way						

Then follow the directions on the next page to show the blocks you used for each matching design.

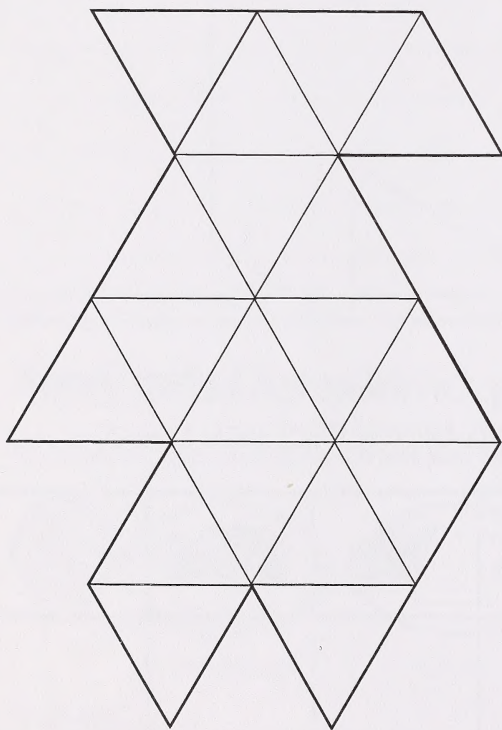


# Day 18

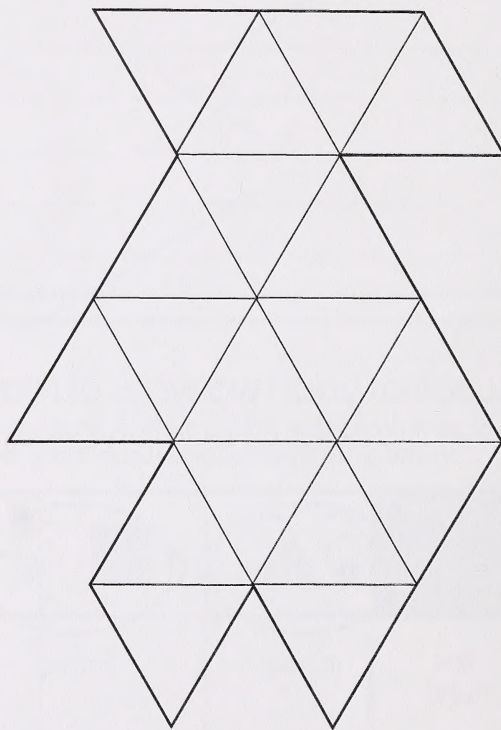
# Assignment (continued)

Look again at your two ways of matching. Colour the following designs to show the two ways that you used pattern blocks to cover the design on the previous page.

For example, if you used triangles and large diamonds as one way, you could colour the triangle shapes **green** and the diamond shapes **blue**.



first way



second way

# Day 18

# Learning Log

## Home Instructor's Comments

Check **yes** or **not yet** for the question.

- ☐ yes    ☐ not yet    Was the student able to match sizes and shapes of figures by superimposing them?

## Additional Comments

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## Student's Thoughts

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# Grade One Mathematics – Assignment Booklet 5B

## Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐

Mathematics Assignment Booklet 5B

### Day 14

☐

Face Hunt Chart

### Day 15

☐

What I Found Out! page

### Day 16

☐

My Shape Book

### Day 18

☐

Different Shapes Make a Picture chart

